

Wisconsin Student/School Learning Objective (AFTER)

After reviewing data and identifying the student population for whom the SLO will apply, create a Student/School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level
Ms. Smith , Grade 4 MATH

Baseline Data and Rationale: *(Why did you choose this objective? What evidence can you provide related to your current student population's baseline abilities as it relates to this goal?)*

The focus of my school this school year is to increase student achievement in math.

4th grade MAP math assessment results from September indicate that many of my students fall into the Basic category, but many are on the cusp of Proficient. Also, there are a number of students in the Proficient category who I feel can move up to Advanced. Our school's overall proficiency ratings have been relatively strong; however, we have not seen much movement of students from one category to the next. My goal is to help all students grow and achieve the next proficiency level, demonstrating mastery of 4th grade math concepts.

Proficiency Level	MAP Scoring Range	Fall Baseline (# Students)	Spring Goal (# Students)
Minimal	< 189	2	0
Basic	189-203	17	5
Proficient	204-219	6	15
Advanced	> 220	1	6

Learning Content and Grade Level: *(What appropriate standards relate to this goal?)*

This SLO focuses on general math competencies and addresses the Common Core standards critical areas for Math Grade 4:

- (1) Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends
- 2) Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers
- (3) Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry

Student Population: *(Who are you going to include in this objective? Indicated in the rationale above?)*

This SLO includes all students in my classroom scoring below the Advanced category on the fall MAP assessment (25 total). I decided to include all students except the one student who scored Advanced because my goal is to:

- (1) Move students from the Minimal and Basic categories toward Proficient, and
- (2) Challenge Proficient students to move toward Advanced.

Targeted Growth: *(What is your goal for student growth?)*

To determine growth targets for the students in my class, I first mapped each student's September MAP math score to the equivalent WKCE proficiency level.¹ I then determined the average growth that could be expected for each student to achieve by the end of the school year, based on his or her September MAP score (using average MAP math growth from beginning to end of year).²

Based on student starting points and expected growth, I determined whether or not each student could be expected to reach the next proficiency level by the end of the year. Using this information, I predicted how many students should fall into each proficiency category on the spring MAP math assessment. See accompanying data to view each student's scores.

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Interval: *(How long will you focus on this objective?)*

This SLO spans across the entire school year

Assessment/Evidence Source(s): *(What assessments and/or evidence sources will you use for ongoing measurement of student progress toward your goal?)*

I used the Fall NWEA MAP 4th grade math assessment as baseline data to determine students' starting points. I will use the Winter MAP assessment to track student progress, as well as use in-class quizzes to ensure that students are on track to achieve the goal. I will use the Spring MAP assessment to measure student growth at the end of the school year.

SLO Goal Statement: *(Specific, Measureable, Attainable, Results-based, and Time-bound)*

21 of my 25 students (84%) scoring below Advanced on the 4th grade fall MAP math assessment administered in September will move up to the next proficiency level on the Spring MAP math assessment administered in May.

¹ http://www.nwea.org/sites/www.nwea.org/files/.../WI_2012_LinkingStudy.pdf

² <http://www.nwea.org/node/11788>

Instructional/Leadership Strategies and Support: *(What methods or interventions will you use to support this objective?)*

Since my school's focus goal is to increase student math achievement, I will participate in 2 professional development days in the beginning of the school year and 3 early dismissal days offered by my principal. These sessions will focus on learning common core math standards and common core instruction. I will implement new strategies learned in these trainings and share the results with my grade level team.

I will also collaborate with my school's math specialist (who participated in multiple trainings on common core standards over the last year) to design and implement strategies to address common core math standards. The math specialist can help me design lessons to differentiate instruction to help all students, regardless of starting level, grow in math achievement.